



## LESSON PLAN 23

### RESPONSIBILITY AND RELATIONSHIPS

#### PART A: LESSON METHODOLOGY

QUALITY	Responsibility
<b>GENERAL DESCRIPTION OF THE QUALITY</b>	<p>According to <a href="#">Oxford dictionary</a> responsibility is <i>a duty to deal with or take care of somebody/something, so that you may be blamed if something goes wrong</i>. It means: to be in a position of responsibility (It's time for someone to take responsibility and get the job done).</p> <ul style="list-style-type: none"> <li>• responsibility for something (She assumed responsibility for recruitment).</li> <li>• responsibility for doing something (They have responsibility for ensuring the rules are enforced).</li> <li>• responsibility to do something (It is their responsibility to ensure the rules are enforced).</li> <li>• parental rights and responsibilities (She is no longer able to fulfil her responsibilities).</li> </ul> <p>✓ <a href="#">ocabulary.com</a> gives a good explanation of responsibility and easy to understand for young people: <i>a responsibility is something you're required to do as an upstanding member of a community</i>. If you're in a band, it's your responsibility to learn the songs and show up to practice on time.</p> <p>Youth is seen within different kind of responsibilities today: to build the nation, to make the society good and noble, to improve the community (<i>Safi, 2020</i>). Youth are expected to advance the current technology, education, politics, peace of the country. On the other hand, youths have also to maintain the culture of our culture, all good values in the societies, development projects, etc. Youth is the backbone of any nation (<i>Shoaib, 2020</i>).</p> <p>Responsibility of youth is closely linked to social responsibility. Youth are the most productive, creative, unique assets,</p>

	<p><b>innovative resources for social change and real democracy, for which they have to rise up to play their due role right. Youth can be groomed as potential resource in nation building if they are mobilized in a positive manner and guided to take a responsibility (<i>Frontier Post</i>).</b></p> <p><b>Therefore, youth must be given representation of situations to stimulate a positive production of them in the real life. Their understanding of social and political issues and active participation in the processes could lead to eradicating of social injustices from the society and upholding of democracy. Youth is and is willing to be responsible to build the nation (in accordance with the research study of the project <u>MoPYL</u>), to make the society good and noble. They can improve the community and culture of society. If youth understand his/her responsibilities, a large number of crimes may reduce within one day.</b></p> <p><b>Personal responsibility is also of a great importance: personal responsibility is the level of commitment one is willing to make in setting and achieving clear goals. In other words, being personal responsible means taking responsibility for one's actions, words, and performance at work. Responsible employees understand that they are in full control of themselves (<i>Conover</i>).</b></p>
<p><b>GENERAL DESCRIPTION OF THE LESSON</b></p>	<p><b>The lesson consists of three parts - introductory part (~ 10% of the time), main part (~ 75% of the time), final part (~ 15% of the time). The introductory part consists of: a) links with other lessons; b) introduction. The main part consists of theoretical and practical (individual, pair, group) parts. The final part consists of a lesson summary and conclusions, feedback, questions and answers.</b></p>
<p><b>AIMS OF THE LESSON</b></p>	<p><b>1) to learn positive features of responsibility, such as commitment, honor, keeping one's work, resilience; 2) to learn about situations that require from people the positive qualities of responsibility; 3) learn when a responsible citizen should act and what are the potential societal frameworks that require responsibility.</b></p>
<p><b>NON FORMAL EDUCATION METHODS OF THE LESSON</b></p>	<p><b>1) theoretical training, introduction into what the value of responsibility is and entails. 2) discussions, debates, learning to learn, simulation, observing, feedback, questions and answers, etc.</b></p>



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# MoPYL

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AGE GROUP	13-15 years old
EXPECTED OUTCOMES OF THE LESSON	<p>1) students learn about the positive features of responsibility, such as caring, commitment, being fair, helping others, doing one's share of their work, keeping promises, accepting consequences of one's actions.</p> <p>2) students understand the importance of responsibility by being put face to face with day-to-day situations that they may experience in their life that require from their part responsibility.</p>
<b>PART B: LESSON DESCRIPTION</b>	
SLOGAN	<p style="text-align: center;"><i>Most people do not really want freedom, because freedom involves responsibility, and most people are frightened of responsibility.</i></p> <p style="text-align: right;"><i>Sigmund Freud</i></p>
DILEMMA	<p>Responsibility was selected as one of the top 4 project values along with responsibility, sense of belonging and self-motivation. Within the project life-time, 305 young people of age 14 – 15 years were questioned regarding the thirteen values promoted by the project MoPYL, which helped to see the focus of the young people and develop lesson plans taking into account needs and expectations of youth. In accordance with the MoPYL research report, responsibility turned out to be the first most important value.</p> <p>According to the project MoPYL Research Report, responsibility got a high sense in terms of instrumental values – 8.22 points (out of 10), lacking just a little bit behind the top value of enjoyment that reached 8.82 (page 7).</p> <p>Instrumental values regarding responsibility were grouped in the following summarization (page 14):</p> <ul style="list-style-type: none"> <li>• Effort at work (meaning youths' duties – school, extracurricular activities).</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Sense of responsibility.</b></li> <li>• <b>Good manners.</b></li> <li>• <b>Determination and preservance.</b></li> <li>•</li> </ul> <p><b>The role of youth in society per country according to comprehension of responsibility by the young respondents of the MoPYL research differed equally among society considering young people little or not at all responsible, little or not at all respectful, violent, caring about others (page 16).</b></p> <p><b>Within the results of MoPYL Focus Groups there is a discussion about the high scores given to the value of responsibility and the value of living as one chooses regardless of what others say (the first page of Focus Groups).</b></p> <p><b>Further, on the Focus Group results say that overall, the value system shown seems sound and can contribute to today's young people becoming responsible adults tomorrow. However, as obstacles to this process, parental over-protection, the culture of immediacy, and the desire of many young people to reach adulthood without the necessary transformation process (page 3-4 of the Focus Groups).</b></p> <p><b>The results of the MoPYL Research Report helped the project consortium to decide upon the amount of values of responsibility to be promoted by the project plans.</b></p> <p><b>See the full project MoPYL Research Report in the project's homepage <a href="http://www.mopyl.eu">www.mopyl.eu</a>.</b></p>
<p><b>MATERIALS NECESSARY FOR THE LESSON</b></p>	<p><b>Projector, screen, computer, access to Wi-Fi or mobile internet, chalkboard/ flipchart, colourful pens, A4 paper for note taking, 5 pieces of paper with the 5 situations written on them</b></p>
<p><b>LESSON LENGTH</b></p>	<p><b>1 learning hour, i.e. 45 minutes</b></p>



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<b><u>INTRODUCTORY PART</u></b>	Anticipatory set	3 minutes	<ul style="list-style-type: none"> <li>● greeting and engaging students</li> <li>● connection with prior learning on the topic</li> <li>● explanation of the current lesson's material</li> <li>● explanation of tasks for the students</li> <li>● connection to the future learning</li> </ul>
	Introduction of the new material	2 minutes	<ul style="list-style-type: none"> <li>● direct instructions of the content</li> <li>● modeling of new values - responsibility</li> <li>● checking of students' understanding</li> </ul>
<b><u>MAIN PART</u></b>	Guided practice	30 minutes	<p><b>TITLE:</b></p> <p><b>RESPONSIBILITY and RELATIONSHIPS</b></p>
	<p>The teacher plays parts of the movies about the Little Prince, specifically the scene of the pilot and the Little Prince in the desert.</p> <p>Youtube links:</p> <p>A) <a href="https://www.youtube.com/watch?v=DkyTdZtl18s">https://www.youtube.com/watch?v=DkyTdZtl18s</a></p> <p>B) <a href="https://www.youtube.com/watch?v=_jJxKdXncFo">https://www.youtube.com/watch?v=_jJxKdXncFo</a></p> <p>Antoine is an older man, a pilot on a mission gone wrong, who finds himself stranded in the desert with a broken airplane and a young prince who has just dropped in from outer space. Antoine needs to fix his engine but is likely to die of dehydration before he can. In the meantime, the Little Prince is crying on account of the sheep and flower situation. Perhaps inexplicably, Antoine assumes responsibility for his young visitor's tears although he is not certain what to do about them.</p> <p>When the Little Prince is suffering and leaves because Antoine was behaving as an adult, Antoine suddenly realizes that the Little Prince may be in danger. He accepts the responsibility of pursuing the Little Prince into the mysterious "land</p>		

	<p>of tears” in order to recover him. The novel teaches us about responsibility through the relationships with have with people that we come across, adults or children.</p> <p>At first, the teacher plays parts of the video. Then the teacher follows up with the explanation afore written.</p>
<p><b>GROUP PRACTICE</b></p>	<p><b>10 minutes</b></p> <p>The teacher asks if there are any questions in the story. The teacher takes up all questions and provides answers. The teacher briefly explains the passage to the students.</p> <p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>1. How is the story of Antoine and the little prince an example of responsibility?</li> <li>2. Do adults and children manifest responsibility differently? If yes, how?</li> <li>3. Do we have a moral duty to take responsibility for others in need?</li> <li>4. Can you provide examples of when you took responsibility for others?</li> </ol>
<p><b>SITUATION</b></p>	<p>The teacher divides the students in 2 groups. One group receives the poster ‘<b>Being Responsible</b>’ and assume of role of responsible people. The other group receives the poster ‘<b>Being Irresponsible</b>’ and assume the role of an irresponsible person.</p> <p><b>Task:</b></p> <ol style="list-style-type: none"> <li>1) Group 1: design the poster as you wish in order to illustrate 6 responsible behaviors of a responsible person towards others. Stick it on your classroom wall.</li> <li>2) Group 2: design the poster as you wish in order to illustrate 6 irresponsible behaviors of a responsible person towards others. Stick it on your classroom wall.</li> </ol> <p>Both groups present their posters. This activity shall help also to discern leaders among the groups. Ususally they are the best heard, most active, give ideas, sometimes they are so eager to move forwards that take the responsibility to write /</p>

	<b>draw the task issues. The teacher and the presenters of each group then read out loud the examples given by the students.</b>	
<b>MORAL</b>	<i>The responsibility demanded by relationships with others leads to a greater understanding and appreciation of one's responsibilities to the world in general.</i>	
<b><u>FINAL PART</u></b>	<b>12 minutes</b>	<b>Brief summarizing of the lesson, discussion of the lessons learned, debates if the learners raise unclear, discussable issues. Feedback of learners for the best practices to be applied for future.</b>
<b>REFERENCES</b>	<ol style="list-style-type: none"> <li><b>Conover.</b> <i>Professionalism: Personal Responsibility.</i> Accessed: 07.03.2022. <a href="https://www.conovercompany.com/professionalism-personal-responsibility/">https://www.conovercompany.com/professionalism-personal-responsibility/</a>.</li> <li><b>Erasmus+ Project.</b> 2022. <i>Mobile Program for Youth Learners. MoPYL Research Report.</i> Available at: <a href="http://www.mopyl.eu">www.mopyl.eu</a>.</li> <li><b>Frontier Post.</b> 2020. <i>Social Responsibility and Youth.</i> Accessed: 07.03.2022. <a href="https://thefrontierpost.com/social-responsibility-and-youth/">https://thefrontierpost.com/social-responsibility-and-youth/</a>.</li> <li><b>Oxford Learner's Dictionaries.</b> <i>Responsibility.</i> Accessed: 07.03.2022. <a href="https://www.oxfordlearnersdictionaries.com/definition/english/responsibility">https://www.oxfordlearnersdictionaries.com/definition/english/responsibility</a>.</li> <li><b>Safi, S.</b> 2020. <i>Youth and their Responsibilities of Youth toward their country.</i> Accessed: 07.03.2022. <a href="https://www.academia.edu/42753662/Youth_and_their_Responsibilities_of_Youth_toward_their_country">https://www.academia.edu/42753662/Youth_and_their_Responsibilities_of_Youth_toward_their_country</a>.</li> <li><b>Shoaib, A.</b> 2020. <i>The role of youth in society.</i> Accessed: 07.03.2022. <a href="https://medium.com/@hafizahmedshoaib/the-role-of-youth-in-society-b6b067cd003a">https://medium.com/@hafizahmedshoaib/the-role-of-youth-in-society-b6b067cd003a</a>.</li> <li><b>Vocabulary.com.</b> <i>Responsibility.</i> Accessed: 07.03.2022. <a href="https://www.vocabulary.com/dictionary/responsibility">https://www.vocabulary.com/dictionary/responsibility</a>.</li> <li><b>YouTube.</b> 2015. <i>The Little Prince (2015) – Draw Me a Sheep.</i> Accessed: 08.08.2022. <a href="https://www.youtube.com/watch?v=DkyTdZtl18s">https://www.youtube.com/watch?v=DkyTdZtl18s</a>.</li> <li><b>YouTube.</b> 2021. <i>The Little Prince 1974 (3/8).</i> Accessed: 08.08.2022. <a href="https://www.youtube.com/watch?v=_jXkDxncFo">https://www.youtube.com/watch?v=_jXkDxncFo</a>.</li> </ol>	